

SWOT Analysis Template for Technology Planning Needs Assessment  
*What is the current reality in our school?*

**ESSENTIAL CONDITION ONE: EFFECTIVE INSTRUCTIONAL USES OF  
 TECHNOLOGY EMBEDDED IN STANDARDS-BASED, STUDENT-CENTERED LEARNING**

*ISTE Definition: Use of information and communication technology (ICT) to facilitate engaging approaches to learning.*

**Guiding Questions:**

- *How is technology being used in our school? How frequently is it being used? By whom? For what purposes?*
- *To what extent is student technology use targeted toward student achievement of the Georgia Learning Standards (GPSs, QCCs)?*
- *To what extent is student technology use aligned to research-based, best practices that are most likely to support student engagement, deep understanding of content, and transfer of knowledge? Is day-to-day instruction aligned to research-based best practices? (See Creighton Chapters 5, 7)*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-All classrooms at Timber Ridge have Smartboards with LDC projectors, document cameras, a teacher laptop, I-Respond Systems, DVD players, and three to four desktop computers.                      --<a href="#">Timber Ridge</a> has its own blog along with each teacher having his/her own blog as well.                      -Technology is used daily in 90% of our classrooms.                      -Fourth and fifth grade students operate our live news broadcast and morning announcements each Friday morning through closed circuit television.                      -Software that is provided for all Cobb County teachers are: Microsoft Office and Windows 7.                      -Our Foundation has provided other software programs for our students like: Brainpop, IXL, RAZ-Kids, Skills Tutor, Reading A-Z, Kidspiration, Photo Story,, and KidPix.                      -Additional Software provided to our teachers are programs like: Enchanted Learning, and EdHelper.</p>	<p>-43% of teachers at our school are not comfortable with technology. They are uncomfortable with Web 2.0 tools and don't use technology for higher level thinking activities that would allow students to collaborate with others to analyze situations, or to evaluate/ problem solve.                      -That same 43% can use a Smartboard's basic functions but cannot go beyond that.                      -Approximately 80% of the parents of younger grade students do not allow them on the internet, including teacher blogs/internet as frequently as they allow the 3<sup>rd</sup>-5<sup>th</sup> graders. .</p>	<p>-We have a computer lab with 24 desktops computers and a full time lab technician who creates lessons for our students that correlates with the <a href="#">Cobb Standards</a>.                      -We have three laptop carts of 24 computers that can be checked out by teachers through our school calendar.                      -Summer training sessions at KSU are usually offered for advanced training in technology.                      -Newer technology tools are always being developed.                      -Updates are pushed through after hours to keep computers updated.                      -We are getting an i-Pad cart next year.                      -Atomic Learning is available as a tutorial for us with technology.</p>	<p>-Technology is constantly being advanced to new levels.                      -Lack of funding for newer technology equipment to serve each grade level.                      Not enough time for necessary training and practice by teachers.                      -Some teachers are not receptive to new opportunities.                      -Not enough follow up with teachers to ensure they are set up in their classrooms with technology. Teachers are given the equipment and then they need to fend for themselves or self-teach themselves.</p>

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***Summary/Gap Analysis:***

It is clear that Timber Ridge has the necessary digital resources to engage it's 500 plus students in meaningful lessons with technology. Our Foundation continues to purchase additional resources for our school in hopes that the education of their children will be enhanced through technology. As we continue to receive more digital resources from our Foundation and PTA, it is our responsibility to use these resources in a meaningful way. For some teachers, that would mean that they would need additional training first. Time has to be set aside as an ongoing training session for training teachers to use technology in their classrooms so that students are engaged yet they are performing standards-based, student-centered learning.

SWOT Analysis Template for Technology Planning Needs Assessment

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**ESSENTIAL CONDITION TWO: Shared Vision**

*ISTE Definition: Proactive leadership in developing a shared vision for educational technology among school personnel, students, parents, and the community.*

**Guiding Questions:**

- *Is there an official vision for technology use in the district/school? Is it aligned to research-best practices? Is it aligned to state and national visions? Are teachers, administrators, parents, students, and other community members aware of the vision?*
- *To what extent do teachers, administrators, parents, students, and other community members have a vision for how technology can be used to enhance student learning? What do they believe about technology and what types of technology uses we should encourage in the future? Are their visions similar or different? To what extent are their beliefs about these ideal, preferred technology uses in the future aligned to research and best practice?*
- *To what extent do educators see technology as critical for improving student achievement of the GPS/QCCs? To preparing tomorrow's workforce? For motivating digital-age learners?*
- *What strategies have been deployed to date to create a research-based shared vision?*
- *What needs to be done to achieve broad-scale adoption of a research-based vision for technology use that is likely to lead to improved student achievement?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-Our district <a href="#">has a Vision</a> for Technology Integration.</p> <p>-Our more recent college graduates see technology as an important tool that should be integrated into the curriculum on a regular basis.</p> <p>-With having 57% of our teachers using technology in many different capacities, it motivates some teachers with only basic skills to give technology a try.</p>	<p>-Our school does not have its own technology plan but it does follow the standards/rubric that Cobb County has set for us.</p> <p>-Teachers have different opinions on what technology integration is.</p> <p>-87% of teachers at our school do not feel that they need additional professional development training in regards to technology. This tells me that some put more priority than others when it comes to using technology at the higher level of Bloom's Taxonomy of learning objectives.</p> <p>-Technology integration is not even suggested or modeled for our teachers.</p>	<p>-Our school has a Foundation which has recently purchased two of our three laptop carts along with other digital resources.</p> <p>-Our Foundation is motivated to keep our school updated with the most current pieces of technology.</p> <p>-In the past, we have had Technology Nights to demonstrate the capabilities of the Smartboards and other technology tools for the parents.</p> <p>-Teammates helping one another is a common thing that happens in our school.</p> <p>-We need an opportunity to share our blogs with the parents and remind them to visit them for additional support for their children.</p> <p>-Workshops in technology integration could be offered for teachers to demonstrate ways student achievement can be increased.</p>	<p>-Our administration needs to provide more ongoing professional development in technology for the teachers.</p> <p>-80% of parents of younger students don't see technology as an important tool in grades, K-2.</p> <p>-Teachers think they are fulfilling technology standards if they are using specific software. They are satisfied with that and do not see a need to use technology for higher level thinking activities.</p> <p>-97% of teachers are not aware that Cobb County has a technology plan.</p> <p>-There is no current plan to add a technology component into the school's SIP.</p>

SWOT Analysis Template for Technology Planning Needs Assessment  
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**Summary/Gap Analysis:**

Cobb County does have a current [technology plan](#). The problem is that 97% of the teachers at Timber Ridge have never heard of it. Timber Ridge does not have a technology plan in place for our teachers and students. It uses the standards/rubrics that are provided for us on our report card which are a very small sample of Cobb's technology plan. We have a good number of teachers who are using technology with engaging lessons. We need to use those teachers to model these opportunities for other teachers with less technology skills. Our school needs to set up it's own technology plan. Then, we could bring in technology specialists to provide workshops showing what an engaging, standards-based technology lesson looks like. Many of our teachers need to be introduced to technology tools that students can use to evaluate problems and problem-solve along with collaborating with others. I realize many teachers may see this as a lot of work but once it's in place and the students are engaged in their learning, those same teachers will be so pleased and proud.

**ESSENTIAL CONDITION THREE: Planning for Technology**

*ISTE Definition: A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of ICT and digital learning resources.*

**Guiding Questions:**

- *Is there an adequate plan to guide technology use in your school? (either at the district or school level? Integrated into SIP?)*
- *What should be done to strengthen planning?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-Our School has a technology committee that is led by our principal but it has only met two – three times all year.</p> <p>-Our teachers are always helpful towards each other and offer assistance when asked.</p> <p>-Our computer lab instructor aids in technology instruction.</p>	<p>97% of teachers at our school did not know that Cobb County has a technology plan.</p> <p>-There is no plan to add a technology component to our SIP.</p> <p>-Teachers do not collaborate technology lessons.</p> <p>-Teachers are not interested in integrating technology with instruction.</p> <p>Technology is often only used to cover basic standards/rubrics.</p>	<p>-Our Technology Committee needs to be more pro-active so our teachers do not fall behind.</p> <p>-Monthly workshops would greatly benefit many of our teachers who do not use technology other than for basic skills.</p> <p>-Experienced teachers could model technology integration for their teammates.</p> <p>-Our Foundation continues to provide us with additional</p>	<p>-Most teachers put emphasis on CRCT scores and no emphasis on technology integration.</p> <p>- There is no plan for a technology component in our school's SIP.</p> <p>-97% of our teachers did not know that Cobb even had a technology plan.</p> <p>- Our School has a technology committee that is led by our principal but it does not meet regularly nor does it do anything for our teachers/school.</p>

SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

		forms of technology to be used at our school. -Our school should add a technology component to its SIP.	
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***Summary/Gap Analysis:***

Timber Ridge is lacking an adequate plan to guide technology in our school. Teachers are basically left to use technology as frequently as they wish. Teachers are encouraged to use it but without any desired amounts of time or days per week. Our Foundation continues to supply us with additional forms of technology in hopes that it will be utilized to integrate technology into meaningful lessons for their children. Skilled teachers do offer assistance to other teachers when asked. Skilled teachers should be used for in-house workshops to aid those who are less skilled in technology use. Finally, Timber Ridge should include technology integration into their SIP for the upcoming year.

SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

**ESSENTIAL CONDITION FOUR: Equitable Access**

*ISTE Definition: Robust and reliable access to current and emerging technologies and digital resources*

**Guiding Questions:**

- *To what extent do students, teachers, administrators, and parents have access to computers and digital resources necessary to support engaging, standards-based, student-centered learning?*
- *To what extent is technology arranged/distributed to maximize access for engaging, standards-based, student-centered learning?*
- *What tools are needed and why?*
- *Do students/parents/community need/have beyond school access to support the vision for learning?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-Our computers and laptops are refreshed every five – seven years.</p> <p>-Our Foundation provides additional laptop carts and software.</p> <p>-Computer Lab with 24 desktop computers provides opportunities for each class to visit the lab once every other week.</p> <p>-Three laptop carts are available for teachers to check out to use in classrooms.</p> <p>-We have the digital resources needed to support all types of engaging, student-centered learning.</p>	<p>-Our computer lab has limited opportunities to fulfill the additional requests of other teachers that would like to bring their classes to lab, when all of the laptop carts are checked out.</p> <p>-Parents are not supportive of teachers as far as following up at home with assignments that we suggest for them to do on our blogs.</p> <p>-We don't have an option to load necessary flash macromedia updates when needed.</p>	<p>-Teacher Blogs provide specific sites in each subject to offer academic support and opportunities for our students at school and at home for those with internet access.</p> <p>-More I-Pad carts would be an opportunity to accommodate more teachers.</p> <p>-Additional I-Pad carts would motivate students to participate in more technology driven, student-centered lessons.</p> <p>-Grants can be written for teachers to obtain i-pads if they so choose.</p> <p>- Yearly grants are also available each year for teachers to request additional digital resources that pertain to their grade level.</p>	<p>-Budget cuts are in our future which puts additional students in classes next year. This will make it difficult to accommodate a full class all at once in our computer labs or when using the laptop/I-Pad carts.</p> <p>-New I-Pad carts may intimidate the 43% of teachers that are not as proficient in technology skills. This in turn may limit the number of classes that will get opportunity to use the new I-Pad carts.</p> <p>-Students are losing out when they do not get the opportunity to use technology for engaging, standards-based, student-centered learning.</p>

***Summary/Gap Analysis:***

SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

The strengths are good at our school as far as the digital resources that we have available. Of course, a school can never have too many digital resources with the way technology continues to improve every day. I feel that the weaknesses listed are minor. As far as opportunities, we couldn't ask for a better Foundation as they so often fulfill teacher requests that we have when grants are written. The threats continue to refer back to the lack of motivation of teachers to learn the new technological advances that lead to engaging, standards-based, student-centered learning.

**ESSENTIAL CONDITION FIVE: Skilled Personnel**

*ISTE Definition: Educators and support staff skilled in the use of ICT appropriate for their job responsibilities.*

**Guiding Questions:**

- *To what extent are educators and support staff skilled in the use of technology appropriate for their job responsibilities?*
- *What do they currently know and are able to do?*
- *What are knowledge and skills do they need to acquire?*

*(Note: No need to discuss professional learning here. Discuss knowledge and skills. This is your needs assessment for professional learning. The essential conditions focus on "personnel," which includes administrators, staff, technology specialists, and teachers. However, in this limited project, you may be wise to focus primarily or even solely on teachers; although you may choose to address the proficiency of other educators/staff IF the need is critical. You must include an assessment of teacher proficiencies.*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-57% of the teachers are comfortable with all programs/software that are available to us, without assistance.</p> <p>-Our computer lab instructor provides suggested ideas for teachers to use when they come to the computer lab. These suggested activities always fulfill our Cobb Standards.</p> <p>-Many updates are pushed through our server at night to help keep our computers updated.</p>	<p>43% of the teachers at our school use technology and believe they can only do the basic computer operations without assistance.-No opportunities for assistance when software is upgraded. Only tutorials are provided. For the teachers lacking in advanced technology skills, tutorials are often feared so the new software goes unused by those teachers.</p> <p>-Only 3% of teachers at our school are aware of Cobb's Technology Plan.</p> <p>-There is no current plan at our school that would set needed goals to help the 68% of teachers that need it.</p>	<p>-If budget allowed, an on-site Tech Support person would benefit teachers who have to wait for requests to get fulfilled when technology goes down.</p> <p>-An opportunity for more Professional Development to be offered for everyone at the necessary levels would benefit all teachers.</p> <p>-A Technology Night would allow teachers to show parents how the internet/technology can benefit children at home by using teacher blogs.</p>	<p>-Only 57% of our teachers see the value of integrating technology into our curriculum with higher level thinking activities.</p> <p>-Teachers are not interested in more Professional Development; they see it more as a burden.</p> <p>-Teachers have different opinions as far as what we should consider as technology goals for the elementary schools.</p> <p>-Only 57% of teachers are proficient enough to utilize all forms of technology that is available for us.</p>

SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

***Summary/Gap Analysis:***

The main concern is that 43% of the teachers are lacking technology skills are not even aware of it. Those teachers think that if they can go to websites, communicate through email, create Power Points, use Word and basic Smart board, that they are proficient in technology. They have no desire or motivation to increase the ways that technology can be used to produce engaging, standards-based, student-centered lessons. After surveying the teachers at our school, I think an assessment to discover their true capabilities will reveal that there are still many skills that they are lacking. I'd like them to realize themselves that they are hindering our students by not exploring beyond the basic skills. I also think if the school improvement plan would include requirements for technology-based lessons, we may see more technology being used our classrooms along with higher- level thinking activities.



SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

**ESSENTIAL CONDITION SIX: Ongoing Professional Learning**

*ISTE Definition: Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas.*

**Guiding Questions:**

- *What professional learning opportunities are available to educators? Are they well-attended? Why or why not?*
- *Are the current professional learning opportunities matched to the knowledge and skills educators need to acquire? (see Skilled Personnel)*
- *Do professional learning opportunities reflect the national standards for professional learning (NSDC)?*
- *Do educators have both formal and informal opportunities to learn?*
- *Is technology-related professional learning integrated into all professional learning opportunities or isolated as a separate topic?*
- *How must professional learning improve/change in order to achieve the shared vision?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-Two-three times per year, our district offers professional development classes related to technology that Cobb teachers can take at our district offices.</p> <p>- We have six teachers who serve our school as technology coaches.</p> <p>- We have a computer lab teacher who teachers can go to for assistance.</p> <p>-When professional learning is offered at our school, it is related to what can be used in classroom and is standards-based.</p>	<p>-Professional development that is offered by our administration is not matched to the knowledge and skills that our teachers have/need..</p> <p>-Professional Development put on by our school is only offered if it is requested by our teachers.</p> <p>-Often the professional development that is offered to our staff is put on by our own staff members.</p> <p>-No one has taken advantage of the professional learning opportunities that have been offered by the District.</p>	<p>Teachers should be required to attend professional development for technology advancement along with allowing them to earn PLU's for attending those classes.</p> <p>-Professional development for technology should be ongoing. Even if you have to have the skilled teachers leading monthly workshops for their peers.</p> <p>-A technology assessment should be taken yearly to assess the real needs of our teachers.</p> <p>-If budget were to allow it, I recommend that we have technology specialists come in from the outside to train the teachers in a small group setting according to their needs.</p>	<p>-The lack of desire to increase knowledge or keep up with new Web 2.0 tools could hinder our students when they go to Middle School.</p> <p>-Cobb's Technology Plan is not shared with the teachers at our school.</p> <p>-By not having a technology plan at our own school, we are potentially hurting our current/future students as far as technology advancement.</p>

SWOT Analysis Template for Technology Planning Needs Assessment  
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**Summary/Gap Analysis:**

Professional development in the area of technology is clearly lacking at Timber Ridge. Administration leaves it up to the teachers to ask if they'd like additional professional development in technology. Since teachers are constantly being asked to do more, it is evident that asking for professional development in technology would not be a priority to them. We are fortunate to have 57% that are proficient in all areas of technology and that is due to having so many young teachers at our school. I believe if administration saw results of an assessment showing the limited skills of 43% of their teachers, they may decide to put technology advancement as a higher priority item on the school improvement plan. They may even call for outside help from the district technology department to provide opportunities for our teachers. For the highly skilled teachers, there are always more opportunities that they can learn about as well. We do not need to waste our teacher's time by having a "one size fits all" professional development class. Our goal as a school should always be to have technology advancement as a priority for our teachers as well as our students; this includes having teachers use engaging, standards-based, student-centered lessons.

**ESSENTIAL CONDITION SEVEN: Technical Support**

*ISTE Definition: Consistent and reliable assistance for maintaining, renewing, and using ICT and digital resources.*

**Guiding Questions:**

- *To what extent is available equipment operable and reliable for instruction?*
- *Is there tech assistance available for technical issues when they arise? How responsive is tech support? Are current "down time" averages acceptable?*
- *Is tech support knowledgeable? What training might they need?*
- *In addition to break/fix issues, are support staff available to help with instructional issues when teachers try to use technology in the classroom?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-92% of our computers are fully functional and reliable for instruction daily.</p> <p>-Our tech support is quick and reliable. We email requests to tech support and we usually see the problem resolved within two days.</p>	<p>-Our school shares the tech support staff. with 5 other schools.</p> <p>-Due to budget cutbacks, the number of support staff has decreased every year. This often leaves a teacher without a laptop for a day or so when they have technology issues</p>	<p>SPLOST funding may come through and allow us to have more digital resources.</p> <p>-Our Foundation has filled many grants by purchasing laptop carts and now an I-Pad cart.</p> <p>-Grants can be written in hopes of receiving more technology.</p>	<p>The lack of funding limits the number of tech staff available when needed.</p> <p>-Longer wait time for tech support is time that is taken away from our students who could be working on computers/technology.</p>

SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

<p>-We have a well-trained tech support staff. Rarely do you ever see a repeat problem after our tech support has worked on our computers.</p>	<p>with their laptops. -There are no extra laptops available to use when our own computers are out of service.</p>	<p>If budget allowed, a great opportunity would be to have a tech support person be available to assist with instructional issues in the classroom. This would really benefit students and teachers</p>	
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***Summary/Gap Analysis:***

For the most part, our technical support runs pretty efficiently. They are highly trained, knowledgeable, and reliable. We used to have a full time, in-house tech support person for each school. Since budget cutbacks have removed those from each school, they are now available at the ratio of 1:5 schools. The teachers have had no choice but to be patient and have gotten used to waiting for tech support to help resolve issues. The wait time is usually between two and seven days. This new system has been in place for about five years now. The newer teachers know no different. I have a suggestion that may possibly help teachers so they will not have to be without a laptop during time they are waiting for tech help to arrive. If there could be a few additional laptops that teachers could check out while theirs is out of commission that would be great. Also, while teachers are on maternity leave or gone for a period of time, those additional laptops could be checked out to the subs so that the students do not have to be without a laptop where a sub or supply person could have access to some files as well.

SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

**ESSENTIAL CONDITION EIGHT: Curriculum Framework**

*ISTE Definition: Content standards and related digital curriculum resources*

**Guiding Questions:**

- *To what extent are educators, students, and parents aware of student technology standards? (QCCs/NET-S)*
- *Are technology standards aligned to content standards to help teachers integrate technology skills into day-to-day instruction and not teach technology as a separate subject?*
- *To what extent are there digital curriculum resources available to teachers so that they can integrate technology into the GPS/QCCs as appropriate?*
- *How is student technology literacy assessed?*

<i>Strengths</i>	<i>Weaknesses</i>	<i>Opportunities</i>	<i>Threats</i>
<p>-We have many digital resources available that can be utilized with our curriculum standards.</p> <p>-We also have many software options available that are aligned with our standards as well.</p> <p>-Our technology lab teacher does assist teachers with lessons that are standards based as well.</p>	<p>-Technology standards are only found on report cards for parents.</p> <p>-Technology Standards are not addressed at Open House as the common core standards are.</p> <p>-Technology standards are discussed at PTA meetings.</p> <p>-Teachers use work samples performed in the computer lab as assessments for the technology standards.</p>	<p>-Our PTA/Foundation could request that the teachers to put on a Technology Night. This would allow parents to see standards in action.</p> <p>-Teacher should take the opportunity of inserting the technology standards into their lesson plans to ensure they are being covered.</p> <p>-Teachers could share the technology standards on their blogs as well as the common core standards.</p> <p>-Teachers could share student samples on their blogs to show the technology standards being met.</p> <p>-Teachers could collaborate to create technology assessments for the technology standards.</p>	<p>-97% of our staff does not even know that Cobb has a technology plan.</p> <p>-Teachers using different assessments to assess the technology standards.</p> <p>-Our school has no technology plan in place to support the technology standards.</p>

**Summary/Gap Analysis:**

It is clear from the survey that technology is not being integrated into learning. The parents along with the teachers do not see a need to increase the technology used in Elementary Schools. The parents agree that the students should know how to use technology but they do not see the importance of it being integrated into learning. With the Common Core being the new wave in the last two years, everyone seems so focused on that, they are not as

SWOT Analysis Template for Technology Planning Needs Assessment

*What is the current reality in our school?*

focused on student-centered, engaging lessons involving technology. A method for assessing the technology standards must be put in place for each grade level. Currently, teachers are using work samples from the computer lab as proof that they have mastered the technology standards.